Index

Volume 32 (October 1999–July 2000)

Addison, Joanne & VanDeWeghe, Rick. *Portfolio-based assessment and professional development*, 16.

Burch, C. Beth. *Inside the portfolio experience: The student's perspective*, 34.

Bush, Jonathan. *"Here's what I did:" Making "sharing" research meaningful for teaching*, 86.

Callahan, Susan. *Conversations and competence: How English teachers fail to connect*, 182.

Dickson, Randi. *Troubling spaces: An editorial*, 83.

Gutiérrez, Kris D. *Teaching and learning in the 21st century*, 290.

Hines, Mary Beth & Appleman, Deborah. *Multiple ways of knowing in literature classrooms*, 141.

Johnson, Margaret J. & Button, Kathryn. *Connecting graduate education in language arts with teaching contexts: The power of action research*, 107.

Lee, Carol. *Understanding in the most fundamental way*, 308.

McCracken, Nancy Mellin. *Muted dialogues: Seeking a discourse for preparing to teach across race, class, and language*, 246.

Pixley, Marcella Fleischman & VanDerPloeg, Laura Schneider. *Learning to see: White*, 278.

Puidokas, Cammie Kim. *Spinning the web: Relationships, talk, and learning in a diverse classroom*, 299.

Rosen, Lois Matz & Abt-Perkins, Dawn. *Preparing English teachers to teach diverse student populations: Beliefs, challenges, proposals for change*, 251.

Ruskin-Mayher, Sue. *Whose portfolio is it anyway? Dilemmas of professional portfolio building*, 6.

Schaafsma, David & Vinz, Ruth. *Assessing our practices: An editorial*, 3.

Schaafsma, David, Vinz, Ruth & Dickson, Randi. *Mapping Differences, Telling Tales: An editorial*, 243.

Smagorinsky, Peter. *Time to teach*, 50.

Tremmel, Robert. *Still loading pig iron after all these years: Tribalism and English education in the global contact zone*, 194.

VanDeWeghe, Rick & Reid, Louann. *Reading the classroom as text: A heuristic for classroom inquiry*, 127.

Vinz, Ruth & Schaafsma, David. *A theory of crossed destinies: An editorial*, 179.

Willis, Arlette Ingram. *Keeping it real: Teaching and learning about culture, literacy, and respect*, 267

Young, Martha. *Preparing English teacher educators: Defining a process*, 226.

Index

Volume 32 (October 1999–July 2000)

Addison, Joanne & VanDeWeghe, Rick. *Portfolio-based assessment and professional development*, 16.

Burch, C. Beth. *Inside the portfolio experience: The student's perspective*, 34.

Bush, Jonathan. *"Here's what I did:" Making "sharing" research meaningful for teaching*, 86.

Callahan, Susan. *Conversations and competence: How English teachers fail to connect*, 182.

Dickson, Randi. *Troubling spaces: An editorial*, 83.

Gutiérrez, Kris D. *Teaching and learning in the 21st century*, 290.

Hines, Mary Beth & Appleman, Deborah. *Multiple ways of knowing in literature classrooms*, 141.

Johnson, Margaret J. & Button, Kathryn. *Connecting graduate education in language arts with teaching contexts: The power of action research*, 107.

Lee, Carol. *Understanding in the most fundamental way*, 308.

McCracken, Nancy Mellin. *Muted dialogues: Seeking a discourse for preparing to teach across race, class, and language*, 246.

Pixley, Marcella Fleischman & VanDerPloeg, Laura Schneider. *Learning to see: White*, 278.

Puidokas, Cammie Kim. *Spinning the web: Relationships, talk, and learning in a diverse classroom*, 299.

Rosen, Lois Matz & Abt-Perkins, Dawn. *Preparing English teachers to teach diverse student populations: Beliefs, challenges, proposals for change*, 251.

Ruskin-Mayher, Sue. *Whose portfolio is it anyway? Dilemmas of professional portfolio building*, 6.

Schaafsma, David & Vinz, Ruth. *Assessing our practices: An editorial*, 3.

Schaafsma, David, Vinz, Ruth & Dickson, Randi. *Mapping Differences, Telling Tales: An editorial*, 243.

Smagorinsky, Peter. *Time to teach*, 50.

Tremmel, Robert. *Still loading pig iron after all these years: Tribalism and English education in the global contact zone*, 194.

VanDeWeghe, Rick & Reid, Louann. *Reading the classroom as text: A heuristic for classroom inquiry*, 127.

Vinz, Ruth & Schaafsma, David. *A theory of crossed destinies: An editorial*, 179.

Willis, Arlette Ingram. *Keeping it real: Teaching and learning about culture, literacy, and respect*, 267

Young, Martha. *Preparing English teacher educators: Defining a process*, 226.